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### HUMANITY OF SENIOR SCHOOL STUDENT IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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#### ABSTRACT:

Humanity focuses on a motivation to help others or a want to do well without reward, while duty focuses on a moral obligation towards a specific individual, a specific organization, or an abstract concept. Some individuals may feel both humanity and duty, while others may not. Pure humanity is giving without regard to reward or the benefits of recognition and need. The term "humanity" may also refer to an ethical doctrine that claims that individuals are morally obliged to benefit others. Used in this sense, it is the opposite of egoism.

**KEY WORDS:** Humanity, regard egoism

#### INTRODUCTION

First, the term humanity seems to be a generic term for other directed behavior and there are many synonyms for such behavior .Secondly, humanity refers to actions that have at least the potential for the extreme self-sacrifice .The self-sacrifice may be self-annihilating or merely inconvenient. In short, behavior designated as altruistic, must be directed to the wellbeing of others and must involve at least some nontrivial self-sacrifice. Pro social behavior is defined by Bar-Tal (1976) as voluntary behavior that is carried out to benefit another without anticipation of external rewards and is performed under two circumstances of external rewards and is performed under two circumstances (a) the behaviors is done for its own end, and (b) the behavior is done as an act of restitution. These conditions limit prosodies behavior to two forms humanity and restitution. While there are differences about the precise definition of humanity, there is general agreement that altruistic behavior must be carried out volunteering, must aim to benefit another and must be carried out without anticipation of reward. The difference arises about further specification of altruistic behaviors.

#### REVIEW OF LITERATURE

**Anbarasu, M. (1992)** studied that the upper primary level was 3,000; 10% of the students were randomly selected as the sample for the study that is 100 students each were selected randomly from classes VI, VII and VIII. The tools used to collect data included three separate questionnaires constructed for classes VI, VII and VIII.

**D, Arvind (1997)** observed that the 1, 143 students (567 boys and 567 girls) in the final year of the degree course in arts, science, commerce, engineering and medical' faculties of Saurashtra University Rajkot, were selected for the study. The data pertaining to this research was collected during the year 1989-90, 11.07% of the sample from the total population was selected for the study. The students were selected through the method of stratified random sampling. The tools used to collect data included the socio-economic status scale of K.G. Desai and the work-value inventory adopted from SWVI developed by super D.E. The collected data were treated with mean, median SD, 't' test and F-test.

**S.K. Chand (2008)**, the population of this study covers all the students studying in class XI in different colleges, in the academic year 1990-91 of Bhubaneswar city. The sample was selected using stratified random sampling technique. Employing the table of random numbers two colleges from each of the two categories (government and private) making a total of four colleges were selected. A random sample of 25 students from each college studying in class XI (Arts) were selected which formed the sample. The tools

used to collect data included personal value questionnaire, socio-economic status scale. Statistical techniques used to analyse the collected data included, mean SD, product moment coefficient of correlation, 't' test and Chi square test.

**Pandya, S. (1989)** the sample comprised 120 students (60 boys and 60 girls) who were selected randomly from two upper primary school and two secondary schools of Udaipur District. The tool used was a researcher made interview schedule. The statistical techniques used included descriptive statistics. The major finding are as : (i) The value selected were; clearliners security of school property, scientific attitude, dignity of labour, corporation, responsibility, punctuality and social service. (ii) The puppetry method was used for inculcating eight values. Dignity of labour and cooperation were developed and a behaviour outcome was observed. (iii) Behaviour out come in punctuality and social services through the story telling method was also seen.

**Chand S.K. (2012)**, the population of this study covers all the students studying in class XI in different colleges, in the academic year 1990-91 of Bhubaneswar city. The sample was selected using stratified random sampling technique. Employing the table of random numbers two colleges from each of the two categories (government and private) making a total of four colleges were selected. A random sample of 25 students from each college studying in class XI (Arts) were selected which formed the sample. The tools used to collect data included personal value questionnaire, socio-economic status scale. Statistical techniques used to analyse the collected data included, mean SD, product moment coefficient of correlation, 't' test and Chi square test.

### RESULT & DISCUSSION

The table-1 core was tabulated presented in a tabular form with percentage which was very easier to analyses and interpret for the research purpose. Being qualitative analysis it provided an exact figure for the purpose of research as follows. Data was collected presented in tabular form which is called tabulation of data

**Table 1**

#### Statistically Significant Difference in Boys of High Socio Economic-Status and Having Very High Humanity Senior Secondary School Student

Sl No	Variabl e	Group	Total Numbe r of Cases	Mean	SD	Poole d SD	SE D	df	't'/2 valu e	Table Value	N/S / HS
1	Altruism	High socio-economic-status boys having very high altruism	10	55	3.13	3.18	1.18	18	-1.69	0.10 Level 1.73	NS
		High socio-economic-status girls having very high altruism	10	57	2.90					0.05 Level 2.10	

It is found clear from the 't' table of Henry E. Garrette that the critical value of 't' with 18 degree of freedom at 0.05, 0.01, 0.10 level of significance is 2.10, 1.73. Our computed value of 't' i.e. -1.69 is quite smaller than the critical table value 2.10, 1.73 and hence is not significant. Therefore, the null hypothesis i.e. "There would not have been any statistically significant difference in boys to high socio economic status and

having very high socio economic status and having very high attributes senior secondary school student and girls of high socio economic status and having very high altruism in senior secondary school student cannot be rejected and result of which, the given difference in sample means being insignificant, can only be attributed to some chance factors or sampling fluctuation.

### CONCLUSIONS

The Central Advisory Board of Education set up by the Government of India submitted a comprehensive report on post-war educational development in 1944. This was known as 'Sargent Report' after Sir John Sargent, who was the educational adviser to the government of India. It recommended that the high school course should cover six years and the normal age of admission being eleven years. High schools should be of two types, academic and technical and should provide a good all-round education combined with some preparation in the later stages for the careers which pupils will pursue after leaving schools. The curriculum in all cases should be as varied as circumstances permit. Till independence, such were the important recommendations made by different Committees and Commissions. There was rapid expansion of secondary education and the number of schools by the year 1947-48 were 12693 with an enrolment of 2953995 pupils. The corresponding figures for 1916-17 were 4883 and 924,470 respectively.

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